University of California-San Diego
Your First College Year Survey
2015 Results

First-time, Full-time Freshmen
University of California-San Diego
N=999

Public 4yr Colleges & Public Universities
N=2,240

2015 Your First College Year Survey
Student Research & Information
THE FIRST YEAR IS A BIG DEAL

Results from the Your First College Year Survey (YFCY) offer a window into the first-year experience, providing important information on UCSD students’:

• Adjustment to college
• Academic outcomes and experiences
• Co-curricular experiences
• Satisfaction
• Overall growth
Table of Contents

• **Demographics**
  Race/Ethnicity
  Sex and Housing Type

• **Adjustment to College**
  Academic Adjustment
  Sense of Belonging
  Navigational Action

• **Academic Outcomes and Experiences**
  Habits of Mind
  Academic Self-Concept
  Pluralistic Orientation
  Faculty Interaction: Contact and Communication
  Academic Disengagement
  Academic Validation
  General Interpersonal Validation
  Academic Outcomes
  Academic Enhancement Experiences
  Active and Collaborative Learning

• **Co-Curricular Experiences**
  Civic Engagement
    Social Agency
    Civic Engagement
    Civic Awareness
  Diversity and Campus Climate
    Positive Cross-Racial Interaction
    Negative Cross-Racial Interaction
    Diversity
    Campus Climate
  Health and Wellness

• **Satisfaction**
  Satisfaction with Coursework
  Overall Satisfaction
  Satisfaction with Academic Support
  Satisfaction with Services and Community
  Future Plans
A Note about CIRP Constructs

We use the CIRP Constructs throughout this PowerPoint to help summarize important information about UCSD students from the YFCY.

Constructs

Constructs statistically aggregate the results from CIRP questions that tap into key aspects of the college experience. They focus on student traits and institutional practices contributing to students’ academic and social development.

Longitudinal Constructs

Constructs that are included in the CIRP TFS and YFCY that measure change in the UCSD student population over time.
Demographics

Race/Ethnicity

- African American/Black: 0.5%
- American Indian/Alaska Native: 0.1%
- Asian/Native Hawaiian/Pacific Islander: 57.6%
- Latino: 16.4%
- White/Caucasian: 18.4%
- Other Race/Ethnicity: 1.1%
- Two or More Races/Ethnicities: 5.8%
Demographics

Race/Ethnicity

- White/Caucasian: 17.2%
- African American/Black: 1.9%
- American Indian/Alaska Native: 0.3%
- Asian American/Asian/Pacific Islander: 53.6%
- Mexican/Chicano/Puerto Rican/Other Latino: 17.7%
- Other ethnicity/Two or More: 9.3%

Percentage for UCSD 14 First-Time Freshmen and 2015 YFCY UCSD.
Demographics

**Sex**
- Male: 40.0%
- Female: 60.0%

**Housing**
- Residence Halls: 70.4%
- Special Interest Housing: 17.4%
- With Family: 6.3%
- All Other Responses: 5.8%
Demographics

Gender

- Male: 51.6%
- Female: 48.4%
- UCSD 14 First-Time Freshmen
- 2015 YFCY UCSD
Financing College

Economic factors play an important role in students’ decisions about college.
Financing College

The percentage of students with at least some funds from these various sources.

- Family resources: 81.8% (UCSD), 76.3% (Public Universities)
- Personal resources: 39.7% (UCSD), 50.4% (Public Universities)
- Aid not to be repaid: 66.3% (UCSD), 69.3% (Public Universities)
- Aid to be repaid: 46.1% (UCSD), 47.3% (Public Universities)
- Other sources: 11.4% (UCSD), 13.2% (Public Universities)
Financing College

Do you have any concern about your ability to finance your college education?

<table>
<thead>
<tr>
<th>None</th>
<th>Some</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.8%</td>
<td>57.6%</td>
<td>19.6%</td>
</tr>
<tr>
<td>23.2%</td>
<td>57.1%</td>
<td>19.7%</td>
</tr>
</tbody>
</table>

UCSD  | Public Universities

0%  | 10%  | 20%  | 30%  | 40%  | 50%  | 60%  | 70%  | 80%  | 90%  | 100%
Adjustment to College

Students’ ability to adjust academically and socially plays a large role in student success, retention, and satisfaction.
Academic Adjustment measures the ease with which students adjust to the academic demands of college.

Construct Items

- Adjust to the academic demands of college
- Develop effective study skills
- Manage your time effectively
- Understand what your professors expect of you academically
Sense of Belonging

The campus community is a powerful source of influence on students’ development. *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus.

![Bar chart showing the sense of belonging for All FTFT, Men, and Women for UCSD and Public Universities with scores of 45.1, 44.5, 45.6 for UCSD and 46.0, 45.2, 46.5 for Public Universities.]

Construct Items

- I feel I am a member of this college
- I feel a sense of belonging to this campus
- I see myself as part of the campus community
- If asked, I would recommend this college to others
Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.

- **Academic advising**
  - UCSD: 64.1% Frequently, 9.7% Occasionally
  - Public Universities: 67.2% Frequently, 12.9% Occasionally

- **Study skills advising**
  - UCSD: 23.7% Frequently, 5.2% Occasionally
  - Public Universities: 26.6% Frequently, 5.8% Occasionally

- **Writing center**
  - UCSD: 5.3% Frequently, 5.3% Occasionally
  - Public Universities: 28.9% Frequently, 29.4% Occasionally
Navigational Action

These items illustrate how often students participated in institutional programs or engaged in activities that would help them successfully traverse the institution.

- Participated in an academic support program
  - UCSD: 12.1%
  - Public Universities: 13.7%

- Taken a course or first year seminar designed to help students adjust to college-level academics
  - UCSD: 20.1%
  - Public Universities: 32.7%

- Taken a course or first-year seminar designed to help students adjust to college life
  - UCSD: 21.9%
  - Public Universities: 34.8%
Academic Outcomes and Experiences

Students develop skills, knowledge, and abilities through their experiences both in and out of the classroom.
Habits of Mind

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Construct Items

• Support your opinion with logical argument
• Seek solutions to problems and explain them to others
• Seek alternative solutions to a problem
• Evaluate the quality or reliability of information you received
• Ask questions in class
• Take a risk because you felt you had more to gain
• Seek feedback on academic work
• Explore topics on your own, even though it was not required for a class
• Accept mistakes as part of the learning process
• Revise your papers to improve your writing
• Look up scientific research articles and resources

<table>
<thead>
<tr>
<th></th>
<th>TFS</th>
<th>YFCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCSD</td>
<td>50.8</td>
<td>46.9</td>
</tr>
<tr>
<td>Public Universities</td>
<td>50.3</td>
<td>47.4</td>
</tr>
</tbody>
</table>
Self-awareness and confidence in academic environments help students learn by encouraging their intellectual inquiry. *Academic Self-Concept* is a unified measure of students’ beliefs about their abilities and confidence in academic environments.

**Construct Items**
- Self-rated academic ability
- Self-rated mathematical ability
- Self-rated self-confidence (intellectual)
- Self-rated drive to achieve

### Academic Self-Concept Scores

<table>
<thead>
<tr>
<th></th>
<th>UCSD</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFS</td>
<td>50.1</td>
<td></td>
</tr>
<tr>
<td>YFCY</td>
<td></td>
<td>46.9</td>
</tr>
<tr>
<td></td>
<td>48.8</td>
<td>46.5</td>
</tr>
</tbody>
</table>
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

Construct Items

- Tolerance of others with different beliefs
- Ability to work cooperatively with diverse people
- Ability to discuss and negotiate controversial issues
- Openness to having my views challenged
- Ability to see the world from someone else's perspective

<table>
<thead>
<tr>
<th></th>
<th>UCSD</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFS</td>
<td>53.3</td>
<td></td>
</tr>
<tr>
<td>YFCY</td>
<td>52.7</td>
<td>52.9</td>
</tr>
</tbody>
</table>
Faculty Interaction: Contact and Communication measures the amount and type of interactions students have with faculty that are appropriate for the first year of college, as well as satisfaction with these issues.

Construct Items
- Communicated regularly with your professors
- Asked a professor for advice after class
- Received advice/guidance about your educational program from your professor
- Amount of contact with faculty
- Faculty during office hours
- Faculty outside of class or office hours
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

Construct Items

- Come late to class
- Skipped class
- Turned in course assignment(s) late
- Turned in course assignments that did not reflect your best work
- Fell asleep in class
Faculty interactions in the classroom can foster students’ academic development. These items measure the extent to which students’ view of faculty actions in class reflects concern for their academic success.

- That faculty provided me with feedback that helped me assess my progress in class:
  - UCSD: 24.5% Frequently, 58.5% Occasionally
  - Public Universities: 30.4% Frequently, 56.3% Occasionally

- That my contributions were valued in class:
  - UCSD: 21.3% Frequently, 56.6% Occasionally
  - Public Universities: 28.3% Frequently, 55.2% Occasionally

- That faculty encouraged me to ask questions and participate in discussions:
  - UCSD: 36.8% Frequently, 54.2% Occasionally
  - Public Universities: 43.9% Frequently, 47.6% Occasionally
General Interpersonal Validation

These items measure the extent to which students believe faculty and staff provide attention to their development.

- At least one faculty member has taken an interest in my development
- Faculty empower me to learn here
- Faculty believe in my potential to succeed academically

**UCSD**
- Strongly Agree
- Agree

**Public Universities**
- Strongly Agree
- Agree
These items measure the extent to which students believe faculty and staff provide attention to their development.

At least one staff member has taken an interest in my development:
- UCSD: 47.3% Strongly Agree, 50.4% Agree
- Public Universities: 48.0% Strongly Agree, 53.5% Agree

Staff recognize my achievements:
- UCSD: 4.5% Strongly Agree, 53.5% Agree
- Public Universities: 10.0% Strongly Agree, 56.4% Agree

Staff encouraged me to get involved in campus activities:
- UCSD: 15.1% Strongly Agree, 22.0% Agree
- Public Universities: 13.3% Strongly Agree, 57.1% Agree
Academic Outcomes

These items illustrate students’ views of their academic skills and abilities.

- **Intellectual and practical skills**
  - Strongly Agree: 65.0%
  - Agree: 64.0%

- **Knowledge of a particular field or discipline**
  - Strongly Agree: 63.1%
  - Agree: 62.5%

- **Critical thinking skills**
  - Strongly Agree: 67.7%
  - Agree: 65.8%

- **Problem-solving skills**
  - Strongly Agree: 69.1%
  - Agree: 66.6%
Academic Outcomes

These items illustrate important academic experiences and how students compare to their peers.

That your courses inspired you to think in new ways

UCSD
- Frequently
- Occasionally

Public Universities
- Frequently
- Occasionally

- 36.3% UCSD
- 36.1% Public Universities
- 52.5% UCSD
- 53.4% Public Universities
Academic Enhancement Experiences

Opportunities to apply learning inside and outside the classroom deepen students’ academic involvement, allowing them to make meaningful intellectual connections and communicate their knowledge to others.

- Worked on a professor’s research project
  - UCSD: 3.3% (Frequently), 9.1% (Occasionally), 12.0% (Occasionally)
  - Public Universities: 27.4% (Frequently), 29.8% (Frequently)

- Made a presentation in class
  - UCSD: 53.9% (Frequently), 5.4% (Occasionally), 12.9% (Occasionally)
  - Public Universities: 63.9% (Frequently), 62.5% (Frequently)

- Received tutoring
  - UCSD: 31.4% (Frequently), 9.3% (Occasionally), 28.8% (Occasionally)
  - Public Universities: 27.4% (Frequently), 29.8% (Frequently)

- Contributed to class discussions
  - UCSD: 9.1% (Frequently), 12.0% (Occasionally), 28.8% (Occasionally)
  - Public Universities: 63.9% (Frequently), 62.5% (Frequently)
Active and Collaborative Learning

These items illustrate the extent to which students are deepening their knowledge of course material through interaction with faculty and other students.

Integrate skills and knowledge from different sources and experiences
- UCSD: 60.8%
- Public Universities: 37.4%

Studied with other students
- UCSD: 60.0%
- Public Universities: 53.6%

Discussed course content with students outside of class
- UCSD: 39.7%
- Public Universities: 39.8%
Active and Collaborative Learning

These items illustrate the extent to which students are deepening their knowledge of course material through interaction with faculty and other students.

- Worked with classmates on group projects: During class
  - UCSD: 12.3% Frequently, 57.8% Occasionally
  - Public Universities: 17.3% Frequently, 61.4% Occasionally

- Worked with classmates on group projects: Outside of class
  - UCSD: 12.8% Frequently, 60.9% Occasionally
  - Public Universities: 14.9% Frequently, 62.0% Occasionally
Co-Curricular Experiences

Co-curricular experiences provide opportunities for students to grow intellectually, interpersonally, and emotionally.
Social Agency

Activities and beliefs equip and empower students to create a world that is equitable, just, democratic and sustainable. *Social Agency* measures the extent to which students value political and social involvement as a personal goal.

**Construct Items**

- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Keeping up to date with political affairs
- Influencing social values
- Helping others who are in difficulty

### Social Agency

<table>
<thead>
<tr>
<th></th>
<th>UCSD TFS</th>
<th></th>
<th>UCSD YFCY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>49.5</td>
<td></td>
<td>50.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>49.4</td>
<td></td>
<td>51.5</td>
<td></td>
</tr>
</tbody>
</table>

UCSD | Public Universities
Engaged citizens are a critical element in the functioning of our democratic society. *Civic Engagement* measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Construct Items
- Publicly communicated your opinion about a cause
- I am interested in seeking information about current social and political issues
- Worked on a local, state, or national political campaign
- Demonstrated for a cause
- Keeping up to date with political affairs
- Influencing social values
- Helped raise money for a cause or campaign
- Performed volunteer work
Civic Awareness

The ability to evaluate, question, and develop solutions affecting their local and global communities is an important skill. *Civic Awareness* measures students’ understanding of the issues facing their community, nation, and the world.

<table>
<thead>
<tr>
<th>Construct Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understanding of national issues</td>
</tr>
<tr>
<td>• Understanding of global issues</td>
</tr>
<tr>
<td>• Understanding of the problems facing your community</td>
</tr>
</tbody>
</table>

![Bar chart showing Civic Awareness scores for All FTFT, Men, and Women at UCSD and Public Universities](chart.png)
Contact with diverse students allows students to gain valuable insights about themselves and others. *Positive Cross-Racial Interaction* is a unified measure of students’ level of positive interaction with diverse peers.

**Construct Items**
- Had intellectual discussions outside of class
- Shared personal feelings and problems
- Dined or shared a meal
- Had meaningful and honest discussions about race/ethnic relations outside of class
- Studied or prepared for class
- Socialized or partied
Contact with diverse students allows students to gain valuable insights about themselves and others. *Negative Cross-Racial Interaction* is a unified measure of students’ level of negative interaction with diverse peers.

**Construct Items**

- Had tense, somewhat hostile interactions
- Felt insulted or threatened because of your race/ethnicity
- Had guarded, cautious interactions
A diverse and inclusive campus environment strengthens students’ learning experience and prepares them to participate in an increasingly diverse society.
A diverse campus – including students, faculty, and ideas – has a powerful impact on the student experience. These items gauge students’ satisfaction with the diversity of faculty, student body, and beliefs.

<table>
<thead>
<tr>
<th></th>
<th>UCSD</th>
<th>Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Racial/ethnic diversity of faculty</strong></td>
<td><strong>36.9%</strong></td>
<td><strong>40.9%</strong></td>
</tr>
<tr>
<td><strong>Racial/ethnic diversity of student body</strong></td>
<td><strong>31.0%</strong></td>
<td><strong>40.1%</strong></td>
</tr>
<tr>
<td><strong>Respect for the expression of diverse beliefs</strong></td>
<td><strong>19.4%</strong></td>
<td><strong>21.7%</strong></td>
</tr>
</tbody>
</table>
Health and Wellness

Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

- **Felt overwhelmed by all you had to do**
  - UCSD: 51.7% Frequently, 49.6% Occasionally
  - Public Universities: 48.5% Frequently, 46.4% Occasionally

- **Felt depressed**
  - UCSD: 17.2% Frequently, 18.0% Occasionally
  - Public Universities: 17.5% Frequently, 15.4% Occasionally

- **Lonely or homesick**
  - UCSD: 56.5% Frequently, 49.0% Occasionally
  - Public Universities: 48.5% Frequently, 44.9% Occasionally

- **Isolated from campus life**
  - UCSD: 21.8% Frequently, 21.0% Occasionally
  - Public Universities: 48.5% Frequently, 44.9% Occasionally
Students’ physical and emotional well-being can affect many important aspects of the student experience including academic performance and persistence. These items gauge student behaviors, attitudes, and experiences related to health and wellness.

- **Unsafe on this campus**: 28.4% frequently, 2.1% occasionally, 1.9% worry about their health
- **Maintained a healthy diet**: 58.8% frequently, 24.4% occasionally
- **Had adequate sleep**: 60.6% frequently, 22.5% occasionally
- **Worried about your health**: 46.7% frequently, 11.4% occasionally

UCSD
- Frequently: Blue
- Occasionally: Yellow

Public Universities
- Frequently: Blue
- Occasionally: Yellow
Since entering this college, have you sought personal counseling?

- **Yes**
  - UCSD: 21.8%
  - Public Universities: 17.8%

Since entering college, how often have you utilized the following services?

**Student Health Services**
- UCSD: 37.8% (Frequently), 4.2% (Occasionally)
- Public Universities: 35.3% (Frequently), 4.5% (Occasionally)

**Psychological**
- UCSD: 3.9% (Frequently), 12.0% (Occasionally)
- Public Universities: 3.0% (Frequently), 12.7% (Occasionally)
Since entering this college, how often have you drank:

- **Beer**
  - UCSD: 26.9% Frequently, 4.8% Occasionally
  - Public Universities: 29.0% Frequently, 6.2% Occasionally

- **Wine or Liquor**
  - UCSD: 31.3% Frequently, 7.4% Occasionally
  - Public Universities: 34.9% Frequently, 8.6% Occasionally
Satisfaction

Understanding how students perceive their college experience identifies areas that are working well and sheds light on those that need improvement.
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

Construct Items

- Relevance of coursework to future career plans
- Relevance of coursework to everyday life
- General education or core curriculum courses
- First-year programs
Overall Satisfaction is a unified measure of students’ satisfaction with the college experience.

- Overall college experience
- If given choice again, would still choose to enroll at current institution
- Overall academic experience
- Overall quality of instruction
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.

- **Academic advising**: 40.9% Very Satisfied, 26.6% Satisfied
- **Class size**: 3.6% Very Satisfied, 26.6% Satisfied
- **First-year programs**: 17.2% Very Satisfied, 35.0% Satisfied
- **Library resources**: 26.0% Very Satisfied, 33.0% Satisfied

**UCSD**
- Very Satisfied
- Satisfied

**Public Universities**
- Very Satisfied
- Satisfied
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.

- Amount of contact with faculty
  - UCSD: 6.4% Very Satisfied, 32.1% Satisfied
  - Public Universities: 11.2% Very Satisfied, 40.2% Satisfied

- Your overall academic experience
  - UCSD: 15.9% Very Satisfied, 50.5% Satisfied
  - Public Universities: 20.5% Very Satisfied, 52.2% Satisfied

- Overall quality of instruction
  - UCSD: 12.1% Very Satisfied, 49.5% Satisfied
  - Public Universities: 15.2% Very Satisfied, 52.8% Satisfied
Satisfaction with Academic Support and Courses

Gauges use of and satisfaction with campus academic support structures and types of coursework required in general education.

- **Relevance of coursework to everyday life**
  - **UCSD**:
    - Very Satisfied: 5.4%
    - Satisfied: 31.7%
    - Public Universities:
      - Very Satisfied: 8.9%
      - Satisfied: 37.0%

- **Relevance of coursework to future career plans**
  - **UCSD**:
    - Very Satisfied: 8.3%
    - Satisfied: 38.8%
  - **Public Universities**:
    - Very Satisfied: 12.9%
    - Satisfied: 41.5%
Where students live, how they are oriented to the campus, and the support they receive during the first year are important determinants of their college experience. These items gauge use of and satisfaction with campus services and general community.
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

- **Definitely Yes**: 28.9% (UCSD) 34.3% (Public Universities)
- **Probable Yes**: 44.9% (UCSD) 42.2% (Public Universities)
- **Probable No**: 13.2% (UCSD) 11.9% (Public Universities)
- **Definitely No**: 6.4% (UCSD) 5.4% (Public Universities)
Future Plans

What do you think you will be doing in Fall 2015?

- Attending This Institution: 95.0%
- Attending Another Institution: 1.9%
- Don't Know/Have Not Decided Yet: 2.6%
- Not Attending Any Institution: 0.5%

Comparison with Public Universities:
- Attending Another Institution: 3.3%
- Don't Know/Have Not Decided Yet: 3.4%
- Not Attending Any Institution: 0.4%
Future Plans

Do you plan to do any of the following this summer?

- Take courses at this institution: 25.6% UCSD, 28.4% Public Universities
- Take courses at another institution: 32.0% UCSD, 29.7% Public Universities
- Work for pay: 67.1% UCSD, 78.6% Public Universities
- Participate in internship: 40.5% UCSD, 31.1% Public Universities
- Travel: 60.2% UCSD, 62.0% Public Universities
For more information about
HERI/CIRP Surveys at UCSD

The Freshman Survey
Your First College Year Survey
Diverse Learning Environments Survey
College Senior Survey

Please contact:
srandi@ucsd.edu
858-534-2382
studentresearch.ucsd.edu